Sarah Fredrick

Dr. Grace Ward

EDU 221 CIA

Multiple Intelligences Reflection

Chapter 1

In chapter 1 I learned about Gardner’s eight intelligences and how he came to thinking of multiple intelligences. I learned that he questioned the validity of determining intelligence through the practice of taking students out their natural learning environment and asking them to do isolated tasks that they had never done before and would never do again. Gardner believed that intelligence has more to do with an individual’s capacity for solving problems and “fashioning products” in a natural setting. Even though we learned about some of the characteristics of each of the intelligences in class, I felt that the way the book described them helped me learn more about each intelligence. Linguistic has to do with a person’s ability to use words effectively in writing or verbally. People with linguistic intelligence tend to have the ability to manipulate the structure of language, the sounds of languages, the meanings of language, and the practical uses of language. In a math classroom, I could give word problems or give students the option to explain what they did to solve a problem to their classmates. Word problems that require explanation in the answer would satisfy the students that can use words effectively in writing. Explaining the method that was used to solve a problem would satisfy a student who can effectively use words verbally. I also learned that everyone has all eight intelligences and have the possibility for all eight to be adequately developed. By implementing ways to satisfy all the eight intelligences in my classroom, some students would be further developing their intelligences.

Chapter 2

As an educator chapter 2 tells me that I should first apply a model of learning to myself before I apply it in my classroom. This means that I need to determine the nature and quality of my own multiple intelligences and seek ways to develop them in my own life. I learned that the purpose of the multiple intelligence inventory is to begin to connect my life experiences with the eight intelligences. In order to accomplish this I need to look back in my experiences with the eight intelligences. As a teacher I will have to know how to tap resources in the intelligences that I would typical shy away from in classroom use. One of the best ways to do this is to draw on colleague’s expertise. In this chapter I also learned that there is 3 factors that an intelligence’s development depends on. The first is biological meaning that genetic factors or brain damage can influence an intelligence’s development. The second is an individual’s personal life history meaning experiences with parents, teachers, peers, and friends who either awaken an intelligence or keep it from developing by actively repressing the individual. The third factor is an individual’s cultural and historical background, in other words the time and place in which someone was born and raised. The second factor is particularly important to know as a teacher because as a teacher you wouldn’t want to repress a student from developing any of the intelligences. The other two important things that I learned about in this chapter where crystallizing experiences and paralyzing experiences. As a teacher I want to provide crystallizing experiences so that a spark is created that can help a student develop talents and abilities that develop one of the eight intelligences.

Chapter 3

I learned that the single best tool for figuring out a student’s multiple intelligences is observation. The book said that sometime the best way is to see how they misbehave because misbehaviors are usually a cry for help, saying “I need to be taught this way”. Another way to observe students is to see what they do during their free time in school. The big take away I got from the chapter was that a teacher can set up activities for each intelligences and see what students chose to do. Also that parents are helpful in telling you what multiple intelligences are prominent in their children. You can get input from parents by introducing the idea of MI at back to school night and then by asking them about their observations during parent teacher conferences. What I learned in the chapter will impact my classroom more than it will impact me personally. During back to school night I can introduce the idea of multiple intelligences and then if I have “problem students” I can call a parent teacher conference and ask for the parents input as to why their child is acting in a certain way. I can also pose a solution that will incorporate the student’s multiple intelligences and see what the parent(s) think of the solution. As a first day or first week activity I can set up different stations around the room and have students look at the activities and then have them go to their first choice activity. To see more than one intelligence, I can have students go to their second choice activity after they complete their first choice activity. I can write down the first and second choices of my students this way I know their learning styles for the rest of the year.

Chapter 4

In this chapter I learned that children benefit from instructional approaches that help them reflect upon their own learning experiences. They can reflect on their own learning experiences and relate them to multiple intelligences. To have students do this, a teacher has to introduce multiple intelligences by explaining it. I also learned that it is best to describe the intelligences using simple terms and by being inclusive, for example by saying who likes reading? I learned that as a teacher I should strive to teach students the multiple intelligences using all eight intelligences. This chapter impacted the way that I would teach the meaning behind multiple intelligences. I would think more about how I was going to introduce each one that would be inclusive since it would be easy to say something like “who is good at math? If yes you have logical intelligence” but that would leave out students that aren’t good at math or who feel as though they are bad at math. I would also have to do a lot of planning to make sure that besides being inclusive, I am also introducing each intelligence in a way that students with different intelligences understand. I have to introduce each intelligence using all eight intelligences which will not be an easy task. I would have to plan a time to introduce the multiple intelligences instead of introducing them when I felt it was necessary or when there was extra time at the end of a class period, for example on a test day.

Chapter 10

This chapter talked about assessment and the MI theory of assessment. I learned that the MI theory of assessment is close to the perspective of a growing number of educators who have argued that authentic measures of assessment probe students’ understandings of material more thoroughly than multiple choice or fill-in-the-blank tests. One of the reoccurring things I noticed in this chapter was the importance of authentic assessment. The book states that authentic measures allow students to show what they learned in context- meaning that they are showing what they learned in the same environment they learned it in. I also learned that MI theory supports the belief that students should be able to show competence in subject, skill, context area, or domain in any one of a variety of ways. The biggest thing that I got out of the chapter that will greatly impact my classroom and my lesson plans is that any subject can be assessed in at least eight ways. MI theory talks about teaching in eight ways but it also believes that a teacher should be able to assess students in eight ways. There is a need to provide students with assessment experiences that include access to a variety of methods of presentation and means of expression. The fact that as teachers we need to be thinking of assessing students that satisfy each of the eight intelligences will impact the way I design my lessons and the way that I design my assessments, whether they be formative or summative.